

# Writing Standard

## Articulated by Grade Level

### GLOSSARY

The purpose of this glossary is to help the user better understand and implement the Writing Standard. It is not intended to be a study guide for the AIMS and is not a comprehensive list of all writing terms.

<b>academic discourse</b>	primarily expository writing with the intent to demonstrate knowledge within an academic setting [Grade 7]
<b>affix</b>	a non-word letter or group of letters attached to a root or stem to change its meaning or function, as the prefix <i>ad-</i> and the suffix <i>-ing</i> in <i>adjoining</i> [Grade 3]
<b>allegory</b>	a literary work with two or more levels of meaning: one literal level and one or more symbolic or figurative levels; events, settings, objects, or characters that stand for ideas or qualities beyond themselves [Grade 12]
<b>alliteration</b>	the repetition of initial sounds, usually at the beginning of words [Grade 11]
<b>allusion</b>	a reference to a well-known work of literature, famous person, or historical event with which the reader is assumed to be familiar [Grade 9]
<b>ambiguity</b>	words that are unclear in meaning [Grade 11]
<b>appositive</b>	a phrase which renames or describes a noun, set off by commas (e.g., My friend, Melissa, is here., Mr. Martinez, our neighbor, is at the door.) [Grade 7]
<b>aside</b>	a statement delivered by an actor to an audience in such a way that other characters on stage are presumed not to hear what is said; the character reveals his or her private thoughts, reactions, or motivations [Grade 12]
<b>assonance</b>	the repetition of vowel sounds in stressed syllables or words without repeating consonant sounds [Grade 11]
<b>author study</b>	the study of different stories written by one author [Grade 3]
<b>CCVC words</b>	words following a consonant-consonant-vowel-consonant pattern [Grade 3]
<b>character foil</b>	a character that provides a contrast to another character, thus intensifying the impact of that other character [Grade 12]
<b>characterization</b>	the manner in which an author presents a character by using the character's actions, dialogue, description, or how other characters react to that character [Grade 3]
<b>cliché</b>	an overused word or phrase that lacks originality and weakens the thought [Grade 9]

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<b>compare</b>	to use examples to show how things are similar and different, with the greater emphasis on similarities [Kindergarten]
<b>complex sentence</b>	a sentence that contains an independent clause and one or more subordinate clause(s) [Grade 7]
<b>compound sentence</b>	a sentence with two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or a semicolon [Grade 3]
<b>compound-complex sentence</b>	a sentence made up of a compound sentence (two or more independent clauses) and one or more subordinate clauses [Grade 9]
<b>conceit</b>	an elaborate and extended metaphor, especially in poetic images [Grade 11]
<b>conflict</b>	the problem(s) or struggle(s) between or among opposing forces that trigger(s) the action in literature (e.g., person vs. person, person vs. self, person vs. nature, person vs. society) [Grade 4]
<b>consonance</b>	the repetition of the final consonant sound within words with different vowel sounds (e.g., stroke of luck) [Grade 11]
<b>consonant digraph</b>	two or more consonant letters representing a single sound (e.g., gn /n/) [Grade 3]
<b>contradictions</b>	words or ideas that oppose one another [Grade 11]
<b>contrast</b>	to use examples to show how things are different in one or more important ways [Grade 12]
<b>controlling idea</b>	the main point or purpose of a piece of writing, often stated in a thesis statement or topic sentence [Grade 6]
<b>CVC words</b>	words that have a consonant-vowel-consonant pattern [Grade 1]
<b>CVCC words</b>	words that have a consonant-consonant-vowel-consonant pattern [Grade 3]
<b>dialogue</b>	the portion of text in which the character(s) speak aloud, usually indicated by quotation marks [Grade 4]
<b>diphthong</b>	a speech sound beginning with one vowel sound and gliding to another vowel sound within the same syllable (e.g., oi in oil) [Grade 3]

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<b>direct address</b>	the use of commas to offset one person speaking directly to another (e.g., Jesse, I like your story., I think, Sue, that you are right.) [Grade 5]
<b>e.g.</b>	(abbreviation for <i>for example</i> ) precedes a non-exhaustive list of examples provided as options; other examples may be appropriate but not included (compare to i.e.)
<b>environmental print</b>	print and symbols that are found in one's physical environment (e.g., street and building signs) [Kindergarten]
<b>evidence</b>	statements or information that help in making a conclusion or judgment: <ul style="list-style-type: none"> <li>• logical evidence - based on earlier known or well-known information presented in a clear organized pattern</li> <li>• empirical evidence- information or facts gained by observation or experiment based on scientific analysis</li> <li>• anecdotal evidence - information gained from casual observation, usually presented in a narrative style [Grade 9]</li> </ul>
<b>explanatory essay</b>	an essay that describes the reasons and/or factors for a particular situation [Grade 8]
<b>extended metaphor</b>	a metaphor that continues throughout a series of sentences with the purpose of expanding or clarifying an idea [Grade 11]
<b>figurative language</b>	the use of words to create vivid pictures and ideas in the mind of the reader; not meant to be literally true (e.g., similes, metaphors, idioms, personification) [Grade 3]
<b>flashback</b>	an account of a conversation, episode, or event that happened before the beginning of a story, told for the purpose of clarifying something in the present; often interrupts the chronological flow of the story [Grade 11]
<b>foreshadowing</b>	writer's use of hints or clues to indicate events that will occur later in a text [Grade 11]
<b>formal letter</b>	a letter that follows a standard business format (e.g., block, semi-block) [Grade 3]
<b>friendly letter</b>	an informal letter written to a friend or relative [Kindergarten]

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<b>graphic organizer</b>	a visual representation of information in an organized manner that is intended to enhance understanding (e.g., Venn diagram, T-graph, word web, KWL chart) [Grade 3]
<b>high-frequency words</b>	words often used in spoken and written language [Grade 1]
<b>homonyms</b>	words with the same pronunciation but with different meanings, different parts of speech, and usually different spelling [Grade 3]
<b>hyperbole</b>	figure of speech in which the truth is exaggerated for emphasis or humor [Grade 9]
<b>hypothesis</b>	proposed relationship among observable phenomena or an inferred explanation for those phenomena [Grade 9] (from Science Standard Articulated by Grade Level Glossary)
<b>i.e.</b>	(abbreviation for <i>that is</i> ) precedes a specific list of items in which all of the items should be used (compare to e.g.)
<b>imagery</b>	descriptive language used in literature to recreate sensory experiences, enrich writing, and to make the writing more vivid; sensory details [Grade 9]
<b>imitative text</b>	writing that mimics another piece [Kindergarten]
<b>genre</b>	a category or type of literature based on its style, form, and content (e.g., mystery, adventure, romance, science fiction) [Grade 9]
<b>incongruity</b>	lack of agreement, harmony, or conformity [Grade 11]
<b>inference</b>	a conclusion derived from facts or premises [Grade 6]
<b>interior monologue</b>	writing that indicates the writer's or a character's unspoken thoughts [Grade 9]
<b>internal citations</b>	information documentation within text [Grade 10]
<b>interrupter</b>	parenthetical or nonessential information set off by commas (e.g., We will, however, have to talk later) [Grade 6]
<b>irony</b>	using a word or phrase to mean the exact opposite of its literal meaning: <ul style="list-style-type: none"> <li>dramatic irony - where the reader or the audience sees a character's mistakes, but the character does not</li> <li>verbal irony - where the writer says one thing and means another</li> <li>irony of situation - where there is a great difference between the purpose of an action and the result [Grade 11]</li> </ul>

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<b>irregular plural</b>	a plural formed in a manner other than adding –s or –es (e.g., child-children, party-parties, goose-geese) [Grade 4]
<b>KWL chart</b>	a chart that shows what the writer <u>knows</u> , <u>wants to learn</u> and has <u>learned</u> [Grade 3]
<b>literal language</b>	language that is true to fact, avoiding exaggeration or metaphor [Grade 3]
<b>literary elements</b>	elements of literature including plot, setting, theme and characterization [Grade 9]
<b>literature circle</b>	a student discussion of a book or story they have read [Grade 3]
<b>main idea</b>	the concept, thought, notion, or impression that is of greatest importance or influence: <ul style="list-style-type: none"> <li>• literal – adhering to fact or to the primary meaning or intent</li> <li>• implied –a suggested meaning or intent (as opposed to explicit)</li> <li>• explicit – fully revealed or expressed without vagueness, implication, or ambiguity; leaving no question as to the meaning or intent [Grade 1]</li> </ul>
<b>metaphor</b>	a figure of speech that compares two unlike things in which no word of comparison is used [Grade 9]
<b>meter</b>	the arrangement of words in a rhythmical pattern, with stressed and unstressed syllables [Grade 11]
<b>mood</b>	the feeling(s) the text arouses in the reader (e.g., happiness, sadness, sorrow, peacefulness)
<b>narrative</b>	a type of fiction or nonfiction that tells a story or series of events [Kindergarten]
<b>onset</b>	consonant(s) before the vowel(s) in a syllable, including consonant blends and digraphs (e.g., /s/ in sit, /spl/ in split) [Grade 1]
<b>paradox</b>	a statement that seems to be contradictory but that actually presents a truth [Grade 11]
<b>parody</b>	a form of literature that intentionally uses a comic effect to mock a literary work or style [Grade 12]
<b>peer review</b>	an opportunity for one student to read, review, and comment on another student’s writing [Grade 3]
<b>personal narrative</b>	an expressive piece of writing that relates an event in the writer’s life; it may contain personal comments and observations as well as a description of the event [Grade 9]
<b>personification</b>	a figure of speech in which something non-human is given human characteristics or powers [Grade 9]

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<b>persuasive techniques</b>	devices of persuasion used for the purpose of changing one's mind, making one take action, or both; usually accomplished by a combination of emotional appeals and logical reasoning (e.g., bandwagon, peer pressure, circular reasoning, transfer, loaded words, testimonial, false causality, oversimplification, overgeneralization) [Grade 6]
<b>phonetic spelling</b>	incorrect spelling of a word as though it were phonetically regular (e.g., <i>fone</i> instead of <i>phone</i> ) [Grade 2]
<b>plot</b>	<p>the action or sequence of related events that make up a story, consisting of five basic elements:</p> <ul style="list-style-type: none"> <li>• exposition – the opening of a short story up to the point that the conflict is introduced to the reader</li> <li>• rising action – the chain of events in which the conflicts intensify</li> <li>• climax – the point of highest interest; point at which the reader makes his greatest emotional response; the point in the story in which rising action is about to turn into falling action</li> <li>• falling action – takes place after the climax when the action begins to wind down or conflicts begin to lessen</li> <li>• resolution – tells how the story conflict is resolved and ties up loose ends from the story</li> </ul> <p>[Grade 3]</p>
<b>plot pyramid</b>	a graphic organizer establishing a story's sequence: introduction, body and conclusion [Grade 6]
<b>point of view</b>	<p>the perspective from which the text is written:</p> <ul style="list-style-type: none"> <li>• first person – the narrator is a character who tells the story as he or she experienced, saw, heard, and understood it; identified by the first person pronouns <i>I</i> or <i>we</i></li> <li>• third person omniscient – the narrator is all-knowing, with the ability to see into the minds of more than one character</li> <li>• third person limited - the narrator has the ability to see into the mind of only one character</li> </ul> <p>[Grade 9]</p>
<b>prefix</b>	a linguistic unit added to the beginning of a word which changes its meaning (i.e., re-, mis-, un-) [Grade 2]
<b>prewriting plan</b>	brainstorming ideas to create a writing plan [Grade 3]
<b>primary source</b>	an original source that informs directly, not through another person's explanation or interpretation (e.g., firsthand reports, diaries, letters, journals, original documents) [Grade 9]

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<b>prior knowledge</b>	knowledge gained from previous experience(s) [Grade 6]
<b>process essay</b>	an essay that describes the method by which an event, task, or goal is completed [Grade 6]
<b>proofreading marks</b>	marks used when editing a writer's work [Grade 3]
<b>proper adjective</b>	a word, derived from a proper noun, that describes a noun or pronoun and is always capitalized (e.g., Canadian bacon, Irish setter) [Grade 6]
<b>proper noun</b>	a noun that names a specific person, place or thing [Grade 2]
<b>r-controlled</b>	a vowel whose sound is influenced by an r that directly follows it (e.g., <u>f</u> arm, <u>h</u> er, <u>f</u> irst, <u>t</u> orn, <u>n</u> urse); the vowel sound is neither long nor short [Grade 3]
<b>reflective personal narrative</b>	an expressive piece of writing that relates the writer's search for meaning through an event in his/her life; it contains personal comments and observations as well as a description of the event [Grade 10]
<b>regular plural</b>	a noun that forms its plural by adding -s or -es (e.g., dog-dogs, box-boxes) [Grade 2]
<b>repetition</b>	repeating a word, phrase, sentence, or the like for impact and effect [Grade 11]
<b>resolution</b>	the part of a literary piece in which the conflict is resolved [Grade 4]
<b>rhetorical device</b>	literary device that is intended to emphasize a point, not to obtain a response [Grade 10]
<b>rhyme</b>	identical or very similar recurring final sounds in words within, or more frequently, at the ends of lines of verse [Kindergarten]
<b>rhyme scheme</b>	the pattern of rhyme occurring at the end of the lines of poetry within a stanza/poem [Grade 11]
<b>rhythm</b>	a pattern of repeated cadence or accent in speech or text [Grade 3]
<b>rime</b>	the vowel(s) and any following consonant(s) in a syllable (e.g., /it/ in sit, /oat in float) [Grade 1]
<b>rubric</b>	a written descriptor of performance containing criteria, guidelines, or standards used to measure or assess a product [Grade 3]
<b>satire</b>	a literary technique that combines a critical attitude with humor, often with the intent of correcting or changing the subject of the satire [Grade 12]
<b>secondary source</b>	a source that contains information others have gathered and interpreted; indirect or secondhand information (e.g., newspaper and magazine accounts, encyclopedia articles, research studies, web sites, documentaries) [Grade 9]

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<b>setting</b>	the time of day or year; historical period, place, situation [Grade 3]
<b>silent e</b>	the letter e in a word that is not heard when the word is spoken and often signals a long vowel sound in the preceding vowel [Grade 4]
<b>simile</b>	figure of speech comparing two things that are unlike; uses the words <i>like</i> and <i>as</i> (e.g., <i>as strong as an ox</i> , <i>flies like an eagle</i> ) [Grade 9]
<b>simple sentence</b>	a sentence containing a subject and verb that may also include prepositional phrases [Kindergarten]
<b>soliloquy</b>	discourse in which a character speaks his/her thoughts aloud without addressing an audience [Grade 12]
<b>stand-alone text</b>	text whose meaning is derived without the benefit of additional support of pictures or graphics [Grade 1]
<b>story map</b>	a graphic organizer that establishes a story's order: beginning, middle and end [Grade 3]
<b>style manual</b>	a recognized resource for expository and research writing such as MLA, APA, or Chicago [Grade 9]
<b>suffix</b>	a linguistic unit added to the end of a base word which changes the word's meaning or grammatical function (e.g., -ed, -ly, -ness) [Grade 2]
<b>syllabication</b>	the division of words into syllables [Grade 2]
<b>symbol</b>	person, place, or thing that represents something beyond itself (e.g., sword can stand for war, a desert might represent loneliness or solitude, a dove as a symbol of peace)
<b>symbolism</b>	a literary technique in which an author uses symbols to represent concrete ideas, events, or relationships [Grade 9]
<b>theme</b>	the underlying idea or statement that the author is trying to convey [Grade 9]
<b>thesis (or thesis statement)</b>	a focus statement that identifies the purpose, intent, or main idea of a piece of expository or research writing [Grade 6]
<b>time-management strategies</b>	methods to determine the effort a writer devotes to specific components of the writing process; strategies to effectively use time in order to meet a deadline [Grade 3]
<b>tone</b>	the overall feeling or effect created by a writer's use of words (e.g., playful, serious, bitter, angry, sarcastic) [Grade 6]
<b>transitional words</b>	words and phrases that bridge sentences and paragraphs by showing location, time, comparisons, emphases, summaries/conclusions, additions, or clarifications [Grade 2]

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<b>Venn diagram</b>	a graphic organizer used to help a writer organize ideas to compare and contrast, composed of two or more overlapping circles [Grade 6]
<b>vowel digraph</b>	a spelling pattern using two or more letters to represent a single vowel sound [Grade 4]
<b>web (webbing)</b>	a type of graphic organizer used to record ideas [Grade 1]
<b>word family (-ies)</b>	words that may have the same root or base sound [Grade 1]
<b>word wall</b>	classroom display of high frequency and/or grade level specific words available for student reference [Kindergarten]

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